# **Enhancing students motivation in Learning English Language for non-philology students**

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#### **ABSTRACT**

We all know that ensuring the quality of foreign language teaching of the younger generation, radically improving the system of training specialists fluent in foreign languages, the development of foreign languages that meet international educational standards. Training is one of the goals of the ongoing educational reform in our country. In order to identify and identify opportunities for language teaching, the teacher's knowledge, creativity, ability to arouse students' love for their subject, to establish a cooperative relationship with the student requires modern requirements. The decision is aimed at further development of foreign language teaching, implementation of measures to improve the level and quality of training of highly qualified teachers of foreign languages for secondary schools, vocational colleges and academic lyceums, higher education institutions in accordance with international standards. At the same time, it should be noted that each language studied has its own rules and secrets. In order to become a professional who meets international standards, the learner is required to ignore the most delicate layers of language.

**Keywords:** pedagogical technology, artificial intelligence, data use ethics, non-philological educational institutions, memory-strengthening exercises, "chain drill", "broken telephone", Speaker with Translator.

### . INTRODUCTION

In order to form the ability to read the original literature on the specialty, to participate in oral communication in a foreign language in the process of training future personnel in the system of higher education in the country and finding the necessary information for scientific purposes, English lessons wishing. An expert in his or her field should be able to read original English-language literature related to his or her profession, understand the text read, and apply it in his or her profession. In addition, he should be able to communicate freely in a foreign language with his interlocutor on a given topic. In non-language higher education institutions, the teaching of English through interactive methods has a good effect, thereby further developing students' thinking, learning and imparting information in English, new knowledge of English, scientific research in their field. That allows for tracking changes and not being unaware of news, and this expands students 'worldview. It is interesting and useful for students to work on relevant materials in their profession. To do this, the student must first know the meaning, pronunciation and use of the new words or terms involved in the text. We use a variety of interactive methods. For example, the chain drill method. Students pronounce the sound of a new word or term and pronounce it with a translation of the word they have learned well, and the next student repeats the word without translation and adds another word he or she has learned. Thus, the game continues until the last student's word, where the word order can help the student who repeats the words to say the word only in Uzbek or Russian, otherwise he will leave the game. This game helps the student to memorize new words more easily and with interest.

The second method is to divide the group into 2 or 3 small groups and stand in a row and reinforce the words through a "broken telephone" game. In this case, the student in the first line speaks in the presence of new words and phrases and tells it to the ear of the student behind him, who in turn tells it to the next student, and so on. And the game continues until you reach the last student. The main task of the game is to work with the team and to feel the responsibility to fully understand and convey the ideas of each student. They learn a lot in the process of understanding and delivering. The first group to submit an error-free opinion is the winner. Now it's much easier to work with groups that have mastered the words. Students listen to the text through audio and watch the written form. The second time the audio is played, the teacher distributes the new words in the same text in the omitted form. The student has to listen to it for a while and fill it in no matter

what. The result of this practical work is checked with all groups of students and worked on errors. The text is now divided into 2 or 3 parts and distributed to groups. Depending on the capacity of the group, time is set and they are given a task in the form of a game "Speaker with Translator", in which each student works as an interpreter and speaker, that is, he translates the speaker's speech tone by tone, and the next speech itself does. In this way it is processed one by one. The rest of the groups follow up on their mistakes and shortcomings and write feedback on their work and talk in English about what they have learned through their speech and translation. The rest of the groups work the same way. The grade is set by the students themselves. In this hands-on activity, each student strives for the quality of their group work.

These methods, especially in non-philological educational institutions, help students to learn words and terms quickly and easily, express their independent opinions, explain to each other peers, improve the teaching skills of students of the same level and actively participate in elective classes. The individual comments given to the students by the teacher at the end of the lesson will motivate the students. The task of the groups is to find additional information about the given text or processed texts and to prepare various presentations. This allows students to search for more information related to the topic, to exchange ideas and to connect their ideas based on the presentations, to use grammar correctly, provides the ability to work independently from dictionaries. It is clear that the student participates in the lesson with a desire to learn and a desire to improve his / her knowledge, not as if he / she is bored or overworked.

Textbooks, curricula and manuals created today for the radical introduction of education in our country into foreign languages are a practical proof of these goals. Therefore, only a student who knows his language and culture well can learn other languages with love. Learning foreign languages requires similar special training. This begs the question - what is the need for a second language? Aiming to lay a solid foundation for the future of our country, our first President of our country has developed a number of resolutions and decrees aimed at the study of the most relevant foreign languages to ensure the rapid penetration of Uzbekistan into the world community. In particular, if we look at the resolution №1875 of December 10, 2012 "On measures to further improve the system of learning foreign languages", its essence is that foreign education in the whole territory of Uzbekistan. The link between languages is to ensure that the younger generation is able to express their ideas in another language. In particular, the resolution introduced the following reforms - the study of foreign languages, mainly English, in all regions of the country in the form of games and oral lessons from the first grade of secondary schools, and from the second grade. begins step by step with mastering the alphabet, reading, and grammar;

- Some special subjects in higher education, in particular, technical and international specialties, are taught in foreign languages;

-providing students and teachers of general secondary, secondary special, vocational education institutions with textbooks and teaching materials in foreign languages, retraining them in accordance with the established deadlines Publication is free of charge at the expense of working capital of the Republican Targeted Book Fund under the Ministry of Finance of the Republic of Uzbekistan. This decision marked a turning point in the education system of Uzbekistan. New textbooks have been created for the younger generation, and English has been taught in preschools. In higher education institutions, some subjects are taught in foreign languages. Through the study of foreign languages, we have the opportunity to get acquainted with the intellectual potential of young people around the world, to exchange views with them, to analyze the process in depth and compare our achievements and shortcomings with theirs. Striving to learn foreign languages, following the proverb "A man who knows the language knows" is inherited from our great ancestors, such as Farobi, who knew many languages, and Kashgari, who was widely observed at the level of comparative study of several languages. In addition, Abdullah Avloni's 1913 article in Oyna magazine, "We need four languages, not two," explains in detail the need to learn a language in order to keep pace with the world. Our great ancestors are known all over the world for their innovations in the field of science, for their ability to deliver unique works to other peoples in their own language. Central Asian science, culture and enlightenment are respected. At the heart of all this, as we have repeatedly said, is language skills. It can be explained that the demand of today's youth is to learn foreign languages: to communicate directly with the countries of the world, to express their independent opinion in a clear and understandable way in public, to make Uzbekistan a special place in the world community. The study of international languages is also an important issue in order to ensure and strengthen its role. Ensuring and strengthening the special interstate role of Uzbekistan means being aware of and analyzing innovations in the cultural, educational, socio-economic spheres of the global world, as well as in the field of medicine and sports. It is necessary to demonstrate to the peoples of the world its rich history and culture, as well as the great achievements of modern youth. In this

case, of course, language acts as a bridge. However, in addition to listing the benefits of language learning that only serve the good, it should be noted that concepts such as the state language, national language, mother tongue should always be in the first place for all of us. Just as every independent country has its own state language, the Uzbek language is a symbol of the independence of the Uzbek state. Learning another language should not lead to the conclusion that restricting the use of one's own language. Language is a symbol of the state, a mirror of the nation. It is the human duty of every nation to further enrich its language, to polish it, to expand its scope, in a word, to pass it on to the next generation in an improved way. The perfect study of foreign languages and the use of each in its place to serve the development of the national language is the basis for maintaining the balance of languages in today's society. The use of additional resources in the teaching of foreign languages to students, to further increase the interest and attitude of students to foreign languages through auxiliary teaching aids, to conduct each lesson in an interactive is active-student way, after classes teaching and the use of traditional methods in this process. In the course of lessons organized with the use of innovative technologies, students' interest in a foreign language increases, and their independent creative work improves their skills and abilities. The use of Brainstorming, Case, Zigzag, Cluster, Project, Method, Mind Mapping as specific methods of innovative technology in traditional pedagogy has yielded great results.

Below we talk about the developing new pedagogies.

- 1) Artificial intelligence in education. The term "artificial intelligence" (AI) is used to describe computer systems. Artificial intelligence education systems are rapidly entering schools, colleges and universities. Although most people think of artificial intelligence as robot teachers, it also has its benefits. Applications designed for students include intelligent learning systems, dialogue-based learning systems, research-based learning environments, automated writing assessment, and interview agents. Although programs designed for teachers are underdeveloped, they are a program that helps teachers improve their knowledge. It should be noted that the abilities of students and teachers, such as critical thinking, creativity, communication and cooperation, should be taken into account. It would be great if teachers, researchers, and other stakeholders could work together to develop both the artificial intelligence applications and the teaching and learning methods.
- 2) Learning through open data. More than 250 national, local and municipal governments and global organizations share, create and use information with each other. These organizations seek to see the data used by the public, and many advanced services provide resources for the study of open data. Subsequent initiatives led them to innovative education. Well, the question arises
- What does open data offer as material? What is its role in learning and teaching? The key factor is authenticity. Shared data emerges as a result of real processes taking place within large organizations. The information that is often used in professional work has a real impact on our lives and the world around us. The second factor is the importance of this information in building the capacity of students. This can be a very strong psychological effect. Students will be able to compare what is happening in their cities, villages, and perhaps in their classrooms with what is happening near and far. Perhaps in the process, they can also identify problems and bring them to the attention of the local or the whole community. In one example, high school students in Italy were rewarded for construction projects while studying information on state funding. It is clear that open data connects students to each other, and as a result of information literacy, transparency, and evidence-based action, social movements for greater motivation have emerged.
- 3) Dealing with information use ethics. The use of digital technology in growing education is accompanied by a constant proliferation of ethical questions. The ethical issues here are a lot of information, for example, who owns it, how to interpret the information, how to protect the privacy of students and professors? There have also been cases of criticizing people they are unaware of. Maybe it's just a matter of time. To prevent such problems, develop a policy on data ethics in educational institutions, obtain students' consent to use the data, analyze any information in their interactions, get acquainted with their views on the education management system, a creating an effective teaching system, as well as student and staff support issues should also be considered. There are currently no official classes. To do this, teachers must create opportunities for students. In today's digital world, the exchange of information between institutes and universities increases their effectiveness.

#### Conclusion

In today's fast-paced world, most people speak two or more languages. Of course, the first of these languages is their mother tongue, and many linguists believe that special conditions should be created not only for the foreign language being studied, but also for mastering the mother tongue. It should be noted that as a Volume 3, Issue XI, November 2020 | 43

result of reforms in the study of foreign languages, the younger generation, from preschool to higher education, is learning their mother tongue and a foreign language at the same time. So all in all the more we study hard, the more we will be smart. Using existing research methods in linguistics, it is much easier to study languages by comparing genetically related and non-genetically related language families with a high level and experience in international and interethnic communication. is a scientifically proven fact. After all, a person who knows the language - knows the world.

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